

# AGENCY READINESS INDEX

A Self-Assessment and Planning Guide to Gauge Agency Readiness  
to Work with Lesbian, Gay, Bisexual, and Transgender Youth

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# AGENCY READINESS INDEX

A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with Lesbian, Gay, Bisexual, and Transgender Youth

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# FOREWARD

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Dear Colleagues:

Unlike previous generations of lesbians and gay men who came out during adulthood, increasingly, lesbian, gay, bisexual, and transgender (LGBT) youth today are coming out during adolescence in the context of families, schools and youth service agencies. During the mid-1990s, researchers documented first awareness of sexual attraction for both gay and heterosexual youth as occurring, on average, at about age 10. This means that the average young person first begins to struggle with feelings of difference and the long-term ramifications of a socially stigmatized identity at around the 4th grade or 5th grade. However, adults and agencies that routinely provide services and support for children and youth generally lack the training, policies and organizational preparedness to provide supportive environments and appropriate services for these vulnerable and underserved adolescents.

The National Network for Youth has taken a very important step in developing an organizational assessment tool to help agencies promote safe and supportive environments for youth on the basis of sexual orientation and gender identity. Alarming high rates of HIV/STD infection, victimization, and risk for suicide among non-heterosexual youth underscore the need for staff training, leadership, policies and procedures to promote safe and supportive agency climates. We know that the presence of positive role models during adolescence is a critical factor in fostering resiliency in adults. These measures are essential not only to provide resources for staff to address the needs of LGBT youth, but also to model appropriate behavior for other clients who observe ongoing interactions during routine agency practice. Fearing ridicule, rejection and other negative reactions, many LGBT youth are served in our programs without self-identifying or "coming out" to peers and adults. Carrying out an agency assessment will help sensitize administrators and staff to the reality that LGBT youth are over-represented in out-of-home care and that all clients are not heterosexual, making it safer and more likely that high risk youth will openly discuss their needs and concerns with staff, and that appropriate services and referrals are provided. Agencies have the potential to be allies for LGBT youth if they are open and aware of them in their midst. This assessment tool is an essential step in considering the impact of diversity at all levels of our service delivery system and ensuring quality care for all adolescents in our agencies and programs.

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Institute on Sexuality, Inequality and Health  
San Francisco State University

# INTRODUCTION

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Over the past few years, there has been an explosion of interest in addressing the needs of lesbian, gay, bisexual, and transgender (LGBT) youth. Many adult staff in youth-serving organizations, however, are often challenged in their ability to provide safe and supportive environments for this diverse group of young people.

Too often, LGBT youth are overlooked, ignored, underserved and denied by youth-serving programs. Social stigma, homophobia (anti-gay prejudice), fear, lack of information, misinformation and lack of understanding have contributed to the creation of environments which are not safe or supportive of LGBT youth.

How can youth-serving professionals be sure that their day-to-day work with youth, and the decisions they make about how and what programs they operate, are really inclusive and responsive to the needs of LGBT youth and their families?

The ***Agency Readiness Index: A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with Lesbian, Gay, Bisexual, and Transgender Youth*** gives youth-serving organizations a framework to help them assess their performance. Our framework for viewing agency capacity entails seven main, interrelated areas that underlie an organization's performance.

Using the modules provided in this tool, community based agencies can systematically assess their own performance in any – or all – of the seven areas: leadership, operating standards, human resources, staff knowledge/development, agency climate/environment, HIV prevention programs, and community relations.

## **THIS SURVEY INCLUDES:**

- Seven self-assessment modules – one for each of the areas listed above
- Seven score sheets which are used in conjunction with the self-assessment modules
- Seven planning guides that help compile the information and make a plan for change based on priorities

What is the ***Agency Readiness Index: A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with Lesbian, Gay, Bisexual, and Transgender Youth?***

The ***Agency Readiness Index*** is a tool designed to help community-based youth serving agencies gauge their capacity to provide support and opportunities for LGBT youth. The assessment asks the participants to score the agency on a series of questions by selecting the rating that best describes the agency's current status or performance.

Agency staff, board members and others may use the survey to:

- Examine all aspects of their day-to-day operations
- Identify agency strengths
- Name areas in which improvement is needed
- Develop a plan to enhance agency performance
- Measure changes in an agency over time
- Draw out different views within an agency regarding its capacity; different responses to the assessment among staff, board members, youth and volunteers, for example, can be a valuable discussion-starter within an agency

In addition to using the assessment to revise and plan their services, operations and activities, agencies can use the tool to:

- Conduct staff development
- Educate their boards and community partners
- Review and update their written materials

## WHAT PURPOSE DOES IT SERVE?

The ***Agency Readiness Index*** is not a scientific tool, and should not be used as one. Nor is it intended to be used as a tool for external evaluation, or by grantmakers in making funding decisions. The tool can be used to assist an agency to gain a better understanding of its strengths and/or make improvements to its operations. As such, the tool is meant to provide a general indication of an agency's capacity level, in order to identify potential areas for improvement. The results of the assessment can provide useful information for the development of an action/strategic plan in the agency. It can help identify which dimensions are progressing well and which need attention. In addition, by using this tool at another point in time to re-assess the status of an agency, the actual growth of each dimension over time can be measured.

As a self-assessment guide, the tool is designed to facilitate discussion and dialogue among agency staff. Therefore, there is no one "right" way to use the assessment. Since an agency's unique culture and character will determine which of the tool's dimensions are focused on most intensively, the dimensions of the assessment should be adapted to meet the needs of the agency. What is important is the overall status of the agency's competency progress rather than the progress of individual components.

Some agencies may wish to have staff and/or stakeholders (youth, board members, parents, etc.) use the assessment individually to conduct a self-assessment of agency efforts. The individual assessments could then be compared to one another and the similarities or differences between individual member's impressions be discussed. Other agencies may assemble a team to complete the assessment. Still others may use the assessment as part of a staff retreat. Broad participation from within the agency will increase agency buy-in and ensure a meaningful, accurate assessment. Most importantly, the results of the assessment can be used to guide the development of an action plan.

## WHO WILL SEE THE RESULTS?

Using the ***Agency Readiness Index*** is voluntary. Your participation can provide important information to the National Network for Youth, which we can in turn use to customize training and technical assistance materials and resources.

## ACKNOWLEDGMENTS

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The ***Agency Readiness Index: A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with Lesbian, Gay, Bisexual, and Transgender Youth*** is the culmination of a multi-year effort on the part of the National Network, which sought to identify, define and articulate the various dimensions of safe and supportive services for lesbian, gay, bisexual and transgender youth. Many people and organizations have helped to conceptualize, create, review, and fine-tune the ***Agency Readiness Index***. We wish to thank NNY staff and interns who provided invaluable assistance in preparing the ***Agency Readiness Index*** for publication.

This document has been reviewed in draft form by individuals chosen for their diverse perspectives and technical expertise, in accordance with procedures established in Content of AIDS-Related Written Materials, Pictorials, Audiovisuals, Questionnaires, Survey Instruments, and Educational Sessions, published in the Federal Register June 15, 1992.

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# STEP-BY-STEP INSTRUCTIONS

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## STEP ONE

### Laying the Groundwork

- I. Hold a small preliminary meeting to assemble an agency assessment team. The members of the assessment team need to have first hand knowledge of the day-to-day operations of the agency – whether as youth, staff, board members, parents, or other stakeholders. You may want to have the entire team work together to complete all seven modules, or you may want to subdivide the group and have smaller teams complete each section. In any case, you want broad participation from within the agency so that the assessment is meaningful, accurate and has agency-wide buy-in. A diverse team will also assure successful planning and implementation.
- II. Hold an orientation meeting for the team. Obtaining useful information from the self-assessment process depends on candid self-reflection on the part of the members of the assessment team. Attaching personal and/or programmatic rewards and repercussions to the results of the **Agency Readiness Index** compromises honest participation and limits the usefulness of the information collected, and must be avoided.

## STEP TWO

### Getting Organized

- I. Develop a plan for carrying out the self-assessment. Decide the time-frame for completing the overall assessment. For example, will the assessment be completed in one sitting or will it be completed over a period of time? Or alternatively, will the agency choose to focus only on certain modules at this point in time and complete the remaining modules at a later date?
- II. Choose which modules to complete.
- III. Develop a plan for carrying out the assessment.

## STEP THREE

### Conducting the Self-Assessment

- I. Set ground rules for discussion.
- II. Complete each module as described in Part A (Indicator Assessment). Read the questions and discuss the ratings per question among team members. The numerical ratings (1,2,3, or 4) should be used as benchmarks. The team should reach consensus about the rating per each question.
- III. Record the rating on a copy of the Agency Score Sheet (Part B).
- IV. Total the scores at the bottom of the Score Sheet.

## STEP FOUR

### Charting a Future Course of Action

- I. Using the Assessment Analysis and Planning Guide (Part C), identify agency strengths and areas for improvement.
- II. Decide which focus areas to address first.
- III. Make a plan for change based on the priorities. Identify action steps, staff responsibilities, timeframe and progress indicators.
- IV. Act on the plan.
- V. Monitor the agency's success in making changes. Celebrate success!

Listed below are suggestions about key people whom you may want to invite to help complete each module of the survey and plan for improvement.

Module 1: Leadership	Executive Director, Board Member(s), Youth, Youth Workers, Parent/Family Representative, Community Member
Module 2: Policies and Procedures	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth
Module 3: Human Resources	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth
Module 4: Staff Knowledge and Development	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth, Training Director (if applicable), Parent/Family Representative, Community Member
Module 5: Climate/Environment	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth, Training Director (if applicable)
Module 6: HIV Prevention Programs and Practices	Executive Director, Board Member(s), Volunteer, Program Director, Youth Worker, Youth, Training Director (if applicable), Parent/Family Representative, Community Member
Module 7: Community Relations	Board Member(s), Volunteer, Youth Worker, Youth, Parent/Family Representative, Community Member

## GETTING HELP

National Network staff are available to help customize the survey for use in your particular agency. The Network also maintains a pool of experts to provide consultation and training. For information on obtaining technical assistance, please contact us at:

National Network for Youth  
 Attn: Best Practice Team  
 1319 F Street, NW, Suite 401  
 Washington, DC 20004

Phone: (202) 783-7949  
 Fax: (202) 783-7955  
 Email: [www.nn4youth.org](http://www.nn4youth.org)

The National Network intends to build on this ***Agency Readiness Index: A Self-Assessment and Planning Guide to Gauge Agency Readiness to Work with Lesbian, Gay, Bisexual, and Transgender Youth*** based on lessons learned by agencies as they conduct the assessment. Please contact us if you have ideas for ways to adapt this tool for specific settings or for creating additional modules.



# MODULE 1: LEADERSHIP

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## PART A: INDICATOR ASSESSMENT

**Directions:** Below is a series of questions that broadly describe the governance dynamics of your agency. This module will help the agency examine whether or not its governance process is inclusive and clear, and supports and involves LGBT individuals in leadership roles. Please choose the appropriate rating for each question. There are no right or wrong answers, so please respond truthfully. If individual team members do not know the answer to some of the questions, leave the question blank. If the team as a group does not know the answer, they should be tasked to find out the information. In addition, during the process of completing this module, you should consider the extent that the agency mission statement, philosophy, and activities of the board of directors applies consistently for lesbian, gay, bisexual, and transgender youth. For example, for indicator 1.1, your agency's mission statement may explicitly address lesbian, gay and bisexual youth but not transgender youth. If this is the case, you would need to decide on an appropriate rating (e.g., "Not At All", "Somewhat", "Fairly Well") based on this gap, and then address the gap in your plan of action (Part C).

### Module Indicators:

- 1.1 How well does the agency mission statement and/or written goals recognize the diversity of the client population (including lesbian, gay, bisexual and transgender youth) that the agency serves and reflect a commitment to serve those individuals sensitively and competently?
  1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
  
- 1.2 In selecting new board members, does the agency intentionally recruit openly lesbian, gay, bisexual and/or transgender individuals, to assure that the board membership reflects the agency's clientele?  
Note: Base your rating on the most recent recruiting practices, even if these occurred some time ago.
  1. ( ) Never
  2. ( ) Seldom
  3. ( ) Sometimes
  4. ( ) Always
  
- 1.3 How regularly do agency board members discuss LGBT youth issues and how these issues might affect the agencies functioning and progress toward inclusiveness?
  1. ( ) Never
  2. ( ) Not Very Regularly
  3. ( ) Somewhat Regularly
  4. ( ) Very Regularly
  
- 1.4 How regularly do board members receive training on issues related to sexual orientation and gender identity?
  1. ( ) Never
  2. ( ) Not Very Regularly
  3. ( ) Somewhat
  4. ( ) Very Regularly
  
- 1.5 How regularly are agency staff updated on board decisions?
  1. ( ) Never
  2. ( ) Not Very Regularly
  3. ( ) Somewhat
  4. ( ) Very Regularly

# MODULE 1: LEADERSHIP

## PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

**Directions:** To complete this score sheet, first carefully read and discuss the indicators and ratings in Part A. After each indicator has been assigned a numerical rating, circle the appropriate rating value on this score sheet. Follow the directions provided in the left-hand column to provide an overall assessment score for this module. After all the indicators have been scored, proceed to Part C (Assessment Analysis and Planning Guide) to identify and prioritize your next steps.

INDICATORS	RATINGS			
1.1 Mission Statement/Goals	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
1.2 Board Recruitment	Never 1	Seldom 2	Sometimes 3	Always 4
1.3 Board Discussions	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
1.4 Board Training	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
1.5 Decision-making	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	20			
Percentage (total points divided by 20) x 100	_____ %			

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## MODULE 1: LEADERSHIP

### PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE

**Directions:** For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to lesbian, gay, bisexual, and transgender youth. Next, rate the priority of addressing the indicator (STEP 3). Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g., revise mission statement), identify a person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6). Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g., every 3-6 months).

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
1.1 Mission Statement/Goals			(1) Low priority (2) Medium priority (3) High priority  Comments:				
1.2 Board Recruitment			(1) Low priority (2) Medium priority (3) High priority  Comments:				
1.3 Board Discussions			(1) Low priority (2) Medium priority (3) High priority  Comments:				
1.4 Board Training			(1) Low priority (2) Medium priority (3) High priority  Comments:				
1.5 Decision-making			(1) Low priority (2) Medium priority (3) High priority  Comments:				



# MODULE 2: POLICIES AND PROCEDURES

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## PART A. INDICATOR ASSESSMENT

**Directions:** Below is a series of questions that broadly describe the operating standards of your agency. This module will help the agency review its policies and procedures. Please choose the appropriate rating for each question. There are no right or wrong answers, so please respond truthfully. If your agency does not have a written policy, please choose the response "Not At All".

### Module Indicators:

2.1 How well do the agency's written policies specifically protect youth from discrimination based on sexual orientation? These policies should encompass "actual or perceived" sexual orientation.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.2 How well do the agency's written policies specifically protect staff and volunteers from discrimination based on sexual orientation? These policies should encompass "actual or perceived" sexual orientation.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.3 How well do the agency's written policies specifically protect youth from discrimination based on gender identity? These policies should encompass "actual or perceived" gender identity.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.4 How well do the agency's written policies specifically protect staff and volunteers from discrimination based on gender identity? These policies should encompass "actual or perceived" gender identity.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.5 How well does the agency's written confidentiality policy explicitly include sexual orientation and gender identity and indicate that such information is considered highly sensitive and should be handled accordingly?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

## **MODULE 2: POLICIES AND PROCEDURES, *cont.***

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2.6 To what extent does the agency have a written policy which explicitly states that the agency does not discriminate on the basis of sexual orientation or gender identity in providing benefits and compensation, including but not limited to family and medical leave, bereavement leave, domestic partner benefits and such other benefits as the agency/organization offers its employees? Note: Select 'Not At All' if the agency does not have a written policy addressing this topic.

1. ( ) Not At All
2. ( ) Somewhat (The agency offers benefits to domestic partners but requires an affidavit)
3. ( ) Fairly Well (The agency domestic partner benefit policy is broadly and equitably defined and covers a wide range of possible family types)
4. ( ) Very Well (The agency domestic partner benefit policy is broadly and equitably defined and covers the widest range of possible family types while keeping definitions and registration requirements the same as those imposed on married couples)

2.7 How well does the agency conspicuously post non-discrimination policies in all languages appropriate to the populations served by the agency, and include these policies if appropriate in agency brochures, and informational or promotional materials?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.8 How well informed are agency staff, volunteers, and youth about the complaint procedures regarding alleged violations on non-discrimination policies?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.9 How well do the agency's written policies specifically protect youth from verbal or physical harassment based on sexual orientation?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.10 How well do the agency's written policies specifically protect staff and volunteers from verbal or physical harassment based on sexual orientation?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

2.11 How well do the agency's written policies specifically protect youth from verbal or physical harassment based on gender identity?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well



## **MODULE 2: POLICIES AND PROCEDURES, *cont.***

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- 2.12 How well do the agency's written policies specifically protect staff and volunteers from verbal or physical harassment based on gender identity?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 2.13 How well does the agency provide guidance (written or verbal) to guest speakers, consultants, etc., regarding the use of inclusive language?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 2.14 To what extent does the agency prohibit contracting with other services providers that discriminate on any of the prohibited bases (sexual orientation, gender identity)?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 2.15 To what extent does the agency prohibit discrimination in the provision of services on the basis of HIV/AIDS status of youth?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 2.16 To what extent does the agency prohibit employment discrimination and harassment based on the HIV/AIDS status of staff and volunteers?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well

## MODULE 2: POLICIES AND PROCEDURES

### PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

**Directions:** To complete this score sheet, first carefully read and discuss the indicators and ratings in Part A. After each indicator has been assigned a numerical rating, circle the appropriate rating value on this score sheet. Follow the directions provided in the left-hand column to provide an overall assessment score for this module. After all the indicators have been scored, proceed to Part C (Assessment Analysis and Planning Guide) to identify and prioritize your next steps.

INDICATORS	RATINGS			
2.1 Sexual Orientation Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.2 Sexual Orientation Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.3 Gender Identity Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.4 Gender Identity Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.5 Confidentiality Policies	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.6 Domestic Partner Benefits	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.8 Complaint Procedures	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.9 Harassment Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.10 Harassment Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.11 Harassment Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.12 Harassment Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.13 Agency Guidance	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.14 Outside Contracts	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.15 HIV/AIDS Status (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.16 HIV/AIDS Status (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4

# MODULE 2: POLICIES AND PROCEDURES, *cont.*

## PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

INDICATORS	RATINGS			
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	64			
Percentage (total points divided by 64) x 100	_____%			



**MODULE 2: POLI**  
**PART C: ASSESSMENT ANALYS**

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	INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY
2.1	2.6 Domestic Partner Benefits			(1) Low priority (2) Medium priority (3) High priority  Comments:
2.2	2.7 Posting of Policies			(1) Low priority (2) Medium priority (3) High priority  Comments:
2.3	2.8 Complaint Procedures			(1) Low priority (2) Medium priority (3) High priority  Comments:
2.4	2.9 Harassment Policies (youth)			(1) Low priority (2) Medium priority (3) High priority  Comments:
2.5	2.10 Harassment Policies (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority  Comments:



## MODULE 2: POLICIES AND PROCEDURES

### PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE

**Directions:** For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to lesbian, gay, bisexual, and transgender youth. Next, rate the priority of addressing the indicator (STEP 3). Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g., revise mission statement), identify a person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6). Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g., every 3-6 months).

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
2.1 Sexual Orientation Policies (youth)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.2 Sexual Orientation Policies (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.3 Gender Identity Policies (youth)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.4 Gender Identity Policies (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.5 Confidentiality Policies			(1) Low priority (2) Medium priority (3) High priority  Comments:				

**PROCEDURES AND PROCEDURES  
 POLICIES AND PLANNING GUIDE. (CONT'D)**

<b>STEP 4            ACTIONS STEPS FOR            MAKING IMPROVEMENTS</b>	<b>STEP 5            STAFF RESPONSIBLE</b>	<b>STEP 6            TIMEFRAME</b>	<b>STEP 7            EVIDENCE OF PROGRESS            OR COMPLETION.            (NOTE: PROVIDE DATES OF            DOCUMENTED PROGRESS)</b>





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**MODULE 2: POLICIES AND PROCEDURES**  
**PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE. (CONT'D)**

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. (NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)
2.6 Domestic Partner Benefits			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.7 Posting of Policies			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.8 Complaint Procedures			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.9 Harassment Policies (youth)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.10 Harassment Policies (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority  Comments:				

**MODULE 2: POLICIES AND PROCEDURES**  
**PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE. (CONT'D)**

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. (NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)
2.11 Harassment Policies (youth)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.12 Harassment Policies (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.13 Agency Guidance			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.14 Outside Contracts			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.15 HIV/AIDS Status (youth)			(1) Low priority (2) Medium priority (3) High priority  Comments:				
2.16 HIV/AIDS Status (staff and volunteers)			(1) Low priority (2) Medium priority (3) High priority  Comments:				



# MODULE 3: HUMAN RESOURCES

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## PART A: INDICATOR ASSESSMENT

**Directions:** Below is a series of questions that broadly describe the human resource management systems of your agency. Please choose the appropriate rating for each question. Remember, there are no right or wrong answers, so please respond truthfully.

### Module Indicators:

- 3.1 How well does the agency discuss its personnel policies related to sexual orientation and gender identity with prospective job applicants and volunteers during the interview process?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 3.2 How well are staff and volunteers oriented to, and given copies of, the agency personnel policies related to sexual orientation and gender identity during new employee orientation and/or volunteer training?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 3.3 In its annual review of its personnel policies, how well does the agency provide opportunities for on-going employee and volunteer input?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 3.4 How well does the agency actively recruit qualified gay, lesbian, bisexual and transgendered employees and volunteers?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 3.5 How regularly does the agency access or provide comprehensive ongoing training of human resource personnel in sexual orientation and gender identity issues with regard to employee benefits?
1. ( ) Never
  2. ( ) Not Very Regularly
  3. ( ) Somewhat Regularly
  4. ( ) Very Regularly
- 3.6 To what extent does the agency include LGBT causes and/or organizations in its employee giving program? (An Employee Giving Program or Employee Matching Gifts Program are contributions from an employer that match contributions to a designated charitable organization by an employee.)
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well

## **MODULE 3: HUMAN RESOURCES, *cont.***

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3.7 How well does the hiring committee assess a candidate's skills in working with LGBT youth during the employee/volunteer interview process? Note: The hiring committee may ask specific questions or present hypothetical scenarios to the candidate as part of this assessment.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

# MODULE 3: HUMAN RESOURCES

## PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

**Directions:** To complete this score sheet, first carefully read and discuss the indicators and ratings in Part A. After each indicator has been assigned a numerical rating, circle the appropriate rating value on this score sheet. Follow the directions provided in the left-hand column to provide an overall assessment score for this module. After all the indicators have been scored, proceed to Part C (Assessment Analysis and Planning Guide) to identify and prioritize your next steps.

INDICATORS	RATINGS			
3.1 Interview Process	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.2 Employee Orientation	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.3 Policy Review	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.4 Employee Recruitment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.5 Human Resources Training	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
3.6 Employee Giving Program	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.7 Hiring	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	28			
Percentage (total points divided by 28) x 100	_____%			





**MODULE 3: POLI**  
**PART C: ASSESSMENT ANALYSIS**

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INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY
3.1 3.6 Employee Giving Program			(1) Low priority (2) Medium priority (3) High priority  Comments:
3.2 3.7 Hiring			(1) Low priority (2) Medium priority (3) High priority  Comments:

3.3

3.4

3.5



### MODULE 3: HUMAN RESOURCES

#### PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE

Directions: For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to lesbian, gay, bisexual, and transgender youth. Next, rate the priority of addressing the indicator (STEP 3). Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g., revise mission statement), identify a person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6). Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g., every 3-6 months).

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
3.1 Interview Process			(1) Low priority (2) Medium priority (3) High priority  Comments:				
3.2 Employee Orientation			(1) Low priority (2) Medium priority (3) High priority  Comments:				
3.3 Policy Review			(1) Low priority (2) Medium priority (3) High priority  Comments:				
3.4 Employee Recruitment			(1) Low priority (2) Medium priority (3) High priority  Comments:				
3.5 Human Resources Training			(1) Low priority (2) Medium priority (3) High priority  Comments:				

**CIES AND PROCEDURES  
IS AND PLANNING GUIDE. (CONT'D)**

<b>STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS</b>	<b>STEP 5 STAFF RESPONSIBLE</b>	<b>STEP 6 TIMEFRAME</b>	<b>STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. (NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</b>

# MODULE 4: KNOWLEDGE AND DEVELOPMENT

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## PART A: INDICATOR ASSESSMENT

**Directions:** Below is a series of questions that broadly address the staff training, support and supervision dynamics of your agency. This module will help you review job expectations, necessary skills, supervision and professional development, and internal communication. Please choose the appropriate rating for each question. Please keep in mind that these questions reflect agency-wide practice, NOT the specific practices in an agency program or site. Remember, there are no right or wrong answers, so please respond truthfully.

### Module Indicators:

- 4.1 How well does the agency provide all staff and volunteers with training on issues relating to gay and lesbian youth and their families?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 4.2 How well does the agency provide comprehensive training for appropriate staff on data collection and reporting issues as they relate to confidentiality regarding sexual orientation and gender identity? Note: "Appropriate staff" includes those who handle intake and/or perform reporting functions to funders.
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 4.3 How well does the agency maintain a comprehensive referral list for specialized care or other resources for LGBT youth?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 4.4 How regularly does the agency provide comprehensive training on LGBT youth issues? Note: Comprehensive training includes training on race, ethnicity, culture and homosexuality, gender, identity, stigma and its effect on risk behaviors, etc.
1. ( ) Never
  2. ( ) Not very regularly
  3. ( ) Somewhat regularly
  4. ( ) Very regularly
- 4.5 How well does the agency support staff growth and development? Note: Activities could include career counseling, resources for classes, conferences and other learning opportunities, administrative leave to attend classes, etc.
1. ( ) Not at All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well

**MODULE 3: POLICIES AND PROCEDURES**  
**PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE. (CONT'D)**

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
3.6 Employee Giving Program			(1) Low priority (2) Medium priority (3) High priority  Comments:				
3.7 Hiring			(1) Low priority (2) Medium priority (3) High priority  Comments:				



## **MODULE 4: KNOWLEDGE AND DEVELOPMENT, *cont.***

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- 4.6 How regularly does the staff give input to management or the Board? Note: Input can be given in staff meetings, retreats, formal open-door policies, and participation on board committees.
1. ( ) Never
  2. ( ) Not Very Regularly
  3. ( ) Somewhat Regularly
  4. ( ) Very Regularly
- 4.7 How well does the agency communicate job expectations and responsibilities to its staff? Note: Communication can include initial staff orientation, written job descriptions, regular supervision, regular performance reviews, personnel policy handbooks, etc.
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 4.8 How well does the agency provide training to staff and volunteers about the purpose and operation of non-discrimination policies regarding sexual orientation and gender identity?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well



# MODULE 4: KNOWLEDGE AND DEVELOPMENT

## PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

**Directions:** To complete this score sheet, first carefully read and discuss the indicators and ratings in Part A. After each indicator has been assigned a numerical rating, circle the appropriate rating value on this score sheet. Follow the directions provided in the left-hand column to provide an overall assessment score for this module. After all the indicators have been scored, proceed to Part C (Assessment Analysis and Planning Guide) to identify and prioritize your next steps.

INDICATORS	RATINGS			
4.1 Staff Training	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.1 Staff Training	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.3 Referrals	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.4 Staff Training	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
4.5 Staff Growth/Development	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.6 Staff Input	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
4.7 Job Expectations	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
4.8 Policy Training	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	32			
Percentage (total points divided by 32) x 100	_____%			



**MODULE 4: STAFF KNOWLEDGE**  
**PART C: ASSESSMENT ANALYSIS**

Director  
 Agency  
 (STEP 1)

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY
4.1 4.6 Staff Input			(1) Low priority (2) Medium priority (3) High priority  Comments:
4.2 4.7 Job Expectations			(1) Low priority (2) Medium priority (3) High priority  Comments:
4.3 4.8 Policy Training			(1) Low priority (2) Medium priority (3) High priority  Comments:

4.4

4.5



## MODULE 4: STAFF KNOWLEDGE AND DEVELOPMENT

### PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE

**Directions:** For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to lesbian, gay, bisexual, and transgender youth. Next, rate the priority of addressing the indicator (STEP 3). Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g., revise mission statement), identify a person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6). Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g., every 3-6 months).

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
4.1 Staff Training			(1) Low priority (2) Medium priority (3) High priority  Comments:				
4.2 Staff Training			(1) Low priority (2) Medium priority (3) High priority  Comments:				
4.3 Referrals			(1) Low priority (2) Medium priority (3) High priority  Comments:				
4.4 Staff Training			(1) Low priority (2) Medium priority (3) High priority  Comments:				
4.5 Staff Growth/ Development			(1) Low priority (2) Medium priority (3) High priority  Comments:				

**KNOWLEDGE AND DEVELOPMENT**  
**ANALYSIS AND PLANNING GUIDE (CONT'D)**

	<b>STEP 4</b> <b>ACTIONS STEPS FOR</b> <b>MAKING IMPROVEMENTS</b>	<b>STEP 5</b> <b>STAFF RESPONSIBLE</b>	<b>STEP 6</b> <b>TIMEFRAME</b>	<b>STEP 7</b> <b>EVIDENCE OF PROGRESS</b> <b>OR COMPLETION.</b> <i>(NOTE: PROVIDE DATES OF</i> <i>DOCUMENTED PROGRESS)</i>

# MODULE 5: CLIMATE AND ENVIRONMENT

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## PART A: INDICATOR ASSESSMENT

**Directions:** Below is a series of questions that broadly address your agency's organizational culture. This module will help the agency to examine issues related to accessibility, safety and the agency's physical design. Please choose the appropriate rating for each question. Remember, these questions are indicators of agency-wide practices, NOT that of individual staff members or various programs. Remember, there are no right or wrong answers, so please respond truthfully.

### Module Indicators:

5.1 How well do your agency pamphlets, brochures and informational and/or promotional materials portray positive images of LGBT youth and adults?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

5.2 How well does your agency display or make available current and accurate books, magazines, brochures and other print materials, which are inclusive of LGBT interests? Note: Examples include: The Advocate, OUT magazine, copies of local gay newspapers, etc.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

5.3 How well does your agency prominently display symbols or decorations which imply acceptance and openness regarding LGBT issues in your reception areas or common areas? Note: Examples include posters depicting important gay & lesbian people in history, rainbow flags, HIV/AIDS posters with same sex couples, pink triangles, etc.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

5.4 How regularly does your agency use videos, films and other media resources, that are inclusive of LGBT concerns?

1. ( ) Never
2. ( ) Not Very Regularly
3. ( ) Somewhat Regularly
4. ( ) Very Regularly

5.5 To what extent do the agency intake and/or assessment forms use inclusive, gender neutral language and provide for optional self identification in categories of sexual orientation, gender identity, marital, partnership and family status?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

**MODULE 4: STAFF KNOWLEDGE AND DEVELOPMENT**  
**PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE (CONT'D)**

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
4.6 Staff Input			(1) Low priority (2) Medium priority (3) High priority  Comments:				
4.7 Job Expectations			(1) Low priority (2) Medium priority (3) High priority  Comments:				
4.8 Policy Training			(1) Low priority (2) Medium priority (3) High priority  Comments:				





## **MODULE 5: CLIMATE AND ENVIRONMENT, *cont.***

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5.6 How well does your agency create and maintain a safe and inclusive environment for transgendered youth? Note: This might include various policies and practices regarding bathrooms and showers and sleeping arrangements in residential settings. This would also include training and support for staff and volunteers in the agency.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

5.7 How well does the agency maintain formal referral agreements or other appropriate mechanisms to ensure cooperation with other agencies to whom LGBT youth and families may be referred for specialized care or use of other resources (such as jobs, volunteer opportunities, support groups, et?)

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

5.8 To what extent does the agency have flexible scheduling and operating hours to reflect the needs, employment and/or education schedules of youth and families being served?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

5.9 To what extent does the agency maintain a private area for confidential discussions?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

5.10 To what extent are youth and families involved in the design and decoration of the agency?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

# MODULE 5: CLIMATE AND ENVIRONMENT

## PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

**Directions:** To complete this score sheet, first carefully read and discuss the indicators and ratings in Part A. After each indicator has been assigned a numerical rating, circle the appropriate rating value on this score sheet. Follow the directions provided in the left-hand column to provide an overall assessment score for this module. After all the indicators have been scored, proceed to Part C (Assessment Analysis and Planning Guide) to identify and prioritize your next steps.

INDICATORS	RATINGS			
5.1 Agency Materials	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.2 Display Materials	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.3 Environment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.4 Resources	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
5.5 Intake/Assessment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.6 Intake/Assessment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.7 Referral Agreements	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.8 Hours of Operation	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.9 Privacy Areas	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.10 Youth Involvement	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	40			
Percentage (total points divided by 40) x 100	_____%			



**MODULE 5: CLIMATE**  
**PART C: ASSESSMENT ANALYSIS**

Director  
of  
(STEP

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY
5.1 5.6 Intake/ Assessment			(1) Low priority (2) Medium priority (3) High priority  Comments:
5.2 5.7 Referral Agreements			(1) Low priority (2) Medium priority (3) High priority  Comments:
5.3 5.8 Hours of Operation			(1) Low priority (2) Medium priority (3) High priority  Comments:
5.4 5.9 Privacy Areas			(1) Low priority (2) Medium priority (3) High priority  Comments:
5.5 5.10 Youth Involvement			(1) Low priority (2) Medium priority (3) High priority  Comments:



## MODULE 5: CLIMATE AND ENVIRONMENT

### PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE

Directions: For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to lesbian, gay, bisexual, and transgender youth. Next, rate the priority of addressing the indicator (STEP 3). Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g., revise mission statement), identify a person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6). Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g., every 3-6 months).

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
5.1 Agency Materials			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.2 Display Materials			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.3 Environment			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.4 Resources			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.5 Intake/ Assessment			(1) Low priority (2) Medium priority (3) High priority  Comments:				





# MODULE 6: HIV PREVENTION PROGRAMS AND PRACTICES

## PART A: INDICATOR ASSESSMENT

**Directions:** Below is a series of questions that broadly describe the HIV prevention programs of your agency. This module will help the agency review its HIV prevention programs for inclusiveness, self-monitoring and self-correction. Please choose the appropriate rating for each question. Remember, there are no right or wrong answers, so please respond truthfully. In addition, during the process of completing this module, you should consider the extent that the agency's HIV prevention education programs and practices apply consistently for lesbian, gay, bisexual, and transgender youth. For example, for indicator 6.1, your agency's HIV prevention programs and practices may use a training model or curriculum that explicitly addresses lesbian, gay and bisexual youth but not transgender youth. If this is the case, you would need to decide on an appropriate rating (e.g., not at all, somewhat, fairly well) based on this gap, and then address the gap in your plan of action (Part C).

### Module Indicators:

6.1 How well do those who teach HIV prevention education use a training model or curriculum that gives accurate, nonjudgmental information about sexual orientation, sexual behavior and gender identity? Note: Examples of "those who teach" include youth worker staff, peer educators, volunteers and external consultants.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

6.2 How well do the agency's HIV prevention education programs feature active learning strategies that youth find enjoyable and personally relevant? Note: "Active learning strategies" mean exercises such as cooperative learning or skills practice that involve youth participation, rather than a lecture format.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

6.3 How well do the agency's HIV prevention education programs provide young people with the skills they need to adopt healthy behaviors? Note: Examples of "skills needed to adopt healthy behaviors" include correct condom or other latex barrier use, refusal skills, assertive communication, problem solving, risk recognition, etc.

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

6.4 How regularly do those who teach HIV prevention education<sup>1</sup> use a variety of culturally appropriate examples and activities that are inclusive of the racial and ethnic cultures of the community? Note: "Culturally appropriate examples and activities" feature people of various racial/ethnic backgrounds, highlight the contributions and skills of people from a variety of cultural, racial, and ethnic groups, do not stigmatize or stereotype any groups, validate and build a young person's self-esteem and sense of culture and national background, and reflect an acknowledgment of, and value for, diversity.

1. ( ) Never
2. ( ) Not Very Regularly
3. ( ) Somewhat Regularly
4. ( ) Very Regularly

<sup>1</sup>HIV Prevention Education includes individual or group information, education and counseling programs; community-level interventions; counseling, testing, referral and partner notification programs; outreach programs which refer youth to specific HIV prevention services or that provide information on the street or in other nontraditional settings; and needle and syringe exchange programs.

**MODULE 5: CLIMATE AND ENVIRONMENT**  
**PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE (CONT'D)**

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
5.6 Intake/ Assessment			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.7 Referral Agreements			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.8 Hours of Operation			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.9 Privacy Areas			(1) Low priority (2) Medium priority (3) High priority  Comments:				
5.10 Youth Involvement			(1) Low priority (2) Medium priority (3) High priority  Comments:				



## **MODULE 6: HIV PREVENTION PROGRAMS AND PRACTICES, cont.**

6.5 How many of those who teach HIV prevention education participate annually in professional development or continuing education that is relevant to working with LGBT youth? Note: "Professional development/continuing education" means on-site and off-site training and distance learning opportunities.

1. ( ) None
2. ( ) Some
3. ( ) Most
4. ( ) All

6.6 To what extent are time and funds set aside for evaluation work within the agency's HIV prevention program?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

6.7 To what extent does the agency gather and use evaluation data (participant satisfaction surveys, focus groups, program utilization, etc) for on-going program planning, development and improvement?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

6.8 To what extent are youth and families involved in the planning, development, implementation and evaluation of HIV prevention programs in the agency?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

6.9 To what extent do the agency's HIV prevention programs address identity vs. behavior and how this relates to risk for HIV infection?

1. ( ) Not At All
2. ( ) Somewhat
3. ( ) Fairly Well
4. ( ) Very Well

# MODULE 6: HIV PREVENTION PROGRAMS AND PRACTICES

## PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

**Directions:** To complete this score sheet, first carefully read and discuss the indicators and ratings in Part A that pertain to HIV prevention programs and practices. After each indicator has been assigned a numerical rating, circle the appropriate rating value on this score sheet. Follow the directions provided in the left hand column to provide an overall assessment score for this module. After all the indicators have been scored, proceed to Part C (Assessment Analysis and Planning Guide) to identify and prioritize your next steps

INDICATORS	RATINGS			
6.1 Address Sexual Orientation, Gender Identity and HIV Prevention	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.2 Active Learning Strategies	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.3 Skills Building	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.4 Culturally Appropriate	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
6.5 Staff Training/Development	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.6 Evaluation Resources	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.7 Evaluation Data	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.8 Youth Involvement	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.9 Identity/Behavior	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	36			
Percentage (total points divided by 36) x 100	_____%			



**MODULE 6: HIV PREVENTION**  
**PART C: ASSESSMENT ANALYSIS**

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INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY
6.1 6.6. Evaluation Resources			(1) Low priority (2) Medium priority (3) High priority  Comments:
6.2 6.7 Evaluation Data			(1) Low priority (2) Medium priority (3) High priority  Comments:
6.3 6.8 Youth Involvement			(1) Low priority (2) Medium priority (3) High priority  Comments:
6.4 6.9 Identity/Behavior			(1) Low priority (2) Medium priority (3) High priority  Comments:

6.5





## MODULE 6: HIV PREVENTION PROGRAMS AND PRACTICES

### PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE

Directions: For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to lesbian, gay, bisexual, and transgender youth. Next, rate the priority of addressing the indicator (STEP 3). Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g., revise mission statement), identify a person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6). Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g., every 3-6 months).

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
6.1 Address Sexual Orientation, Gender Identity and HIV Prevention			(1) Low priority (2) Medium priority (3) High priority  Comments:				
6.2 Active Learning Strategies			(1) Low priority (2) Medium priority (3) High priority  Comments:				
6.3 Skills Building			(1) Low priority (2) Medium priority (3) High priority  Comments:				
6.4 Culturally Appropriate			(1) Low priority (2) Medium priority (3) High priority  Comments:				
6.5 Staff Training/ Development			(1) Low priority (2) Medium priority (3) High priority  Comments:				

**PROGRAMS AND PRACTICES  
AND PLANNING GUIDE (CONT'D)**

	<b>STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS</b>	<b>STEP 5 STAFF RESPONSIBLE</b>	<b>STEP 6 TIMEFRAME</b>	<b>STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. (NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</b>

# MODULE 7: COMMUNITY RELATIONS

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## PART A: INDICATOR ASSESSMENT

**Directions:** Below is a series of questions that broadly address your agency's external relations in the local community. This module will help the agency review its interactions with, connections to, use of, and influence on various community organizations, networks, resources and individuals. Please choose the appropriate rating for each question. Remember, there are no right or wrong answers, so please respond truthfully.

### Module Indicators:

- 7.1 How well do the agency's advertising and promotional materials (brochures, annual reports and newsletters) reflect the diversity of the populations served and specifically mention LGBT youth?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 7.2 How well do your agency's outreach efforts promote services to LGBT youth and their families?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well
- 7.3 To what extent does the agency advertise job and volunteer openings in LGBT local print, broadcast media and through community information networks and organizations?
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) A Moderate Extent
  4. ( ) A Great Extent
- 7.4 How regularly does your agency provide families with opportunities to learn about sexual minority youth issues through dissemination of educational materials and involvement in agency-sponsored activities? Note: Examples of "educational materials" include brochures and newsletter articles. Examples of "agency-sponsored" activities include parent/agency meetings, open house, individual advice or counseling, and community presentations.
1. ( ) Never
  2. ( ) Not Very Regularly
  3. ( ) Somewhat Regularly
  4. ( ) Very Regularly
- 7.5 To what extent does your agency collaborate with other LGBT community partners to promote comprehensive and accessible services for LGBT youth? Note: Examples of ways to "collaborate" include: policy development, curriculum development, special events, written referral agreements or memorandum of understanding, and staff cross training. Examples of "other LGBT community partners" include gay and lesbian community centers, gay and lesbian social groups, gay and lesbian support groups, and gay-straight alliances.
1. ( ) Not At All
  2. ( ) To Some Extent
  3. ( ) A Moderate Extent
  4. ( ) A Great Extent
- 7.6 How well does staff inform youth and their families of LGBT community programs and developmentally appropriate resources? Note: Examples of "LGBT community programs and resources" include: social groups, support groups and organizations, political groups, AIDS/HIV services, community centers, bookstores, etc.
1. ( ) Not At All
  2. ( ) Somewhat
  3. ( ) Fairly Well
  4. ( ) Very Well

**MODULE 6: HIV PREVENTION PROGRAMS AND PRACTICES**  
**PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE (CONT'D)**

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
6.6. Evaluation Resources			(1) Low priority (2) Medium priority (3) High priority  Comments:				
6.7 Evaluation Data			(1) Low priority (2) Medium priority (3) High priority  Comments:				
6.8 Youth Involvement			(1) Low priority (2) Medium priority (3) High priority  Comments:				
6.9 Identity/Behavior			(1) Low priority (2) Medium priority (3) High priority  Comments:				



# MODULE 7: COMMUNITY RELATIONS

## PART B: SCORE SHEET (PHOTOCOPY BEFORE USING)

**Directions:** To complete this score sheet, first carefully read and discuss the indicators and ratings in Part A. After each indicator has been assigned a numerical rating, circle the appropriate rating value on this score sheet. Follow the directions provided in the left-hand column to provide an overall assessment score for this module. After all the indicators have been scored, proceed to Part C (Assessment Analysis and Planning Guide) to identify and prioritize your next steps.

INDICATORS	RATINGS			
7.1 Promotional Materials	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
7.2 Outreach	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
7.3 Advertising	Not at all 1	Somewhat 2	A Moderate Extent 3	A Great Extent 4
7.4 Family Education	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
7.5 Collaboration	Not at all 1	To Some Extent 2	A Moderate Extent 3	A Great Extent 4
7.6 Referrals to Community Programs/Resources	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	24			
Percentage (total points divided by 24) x 100	_____ %			

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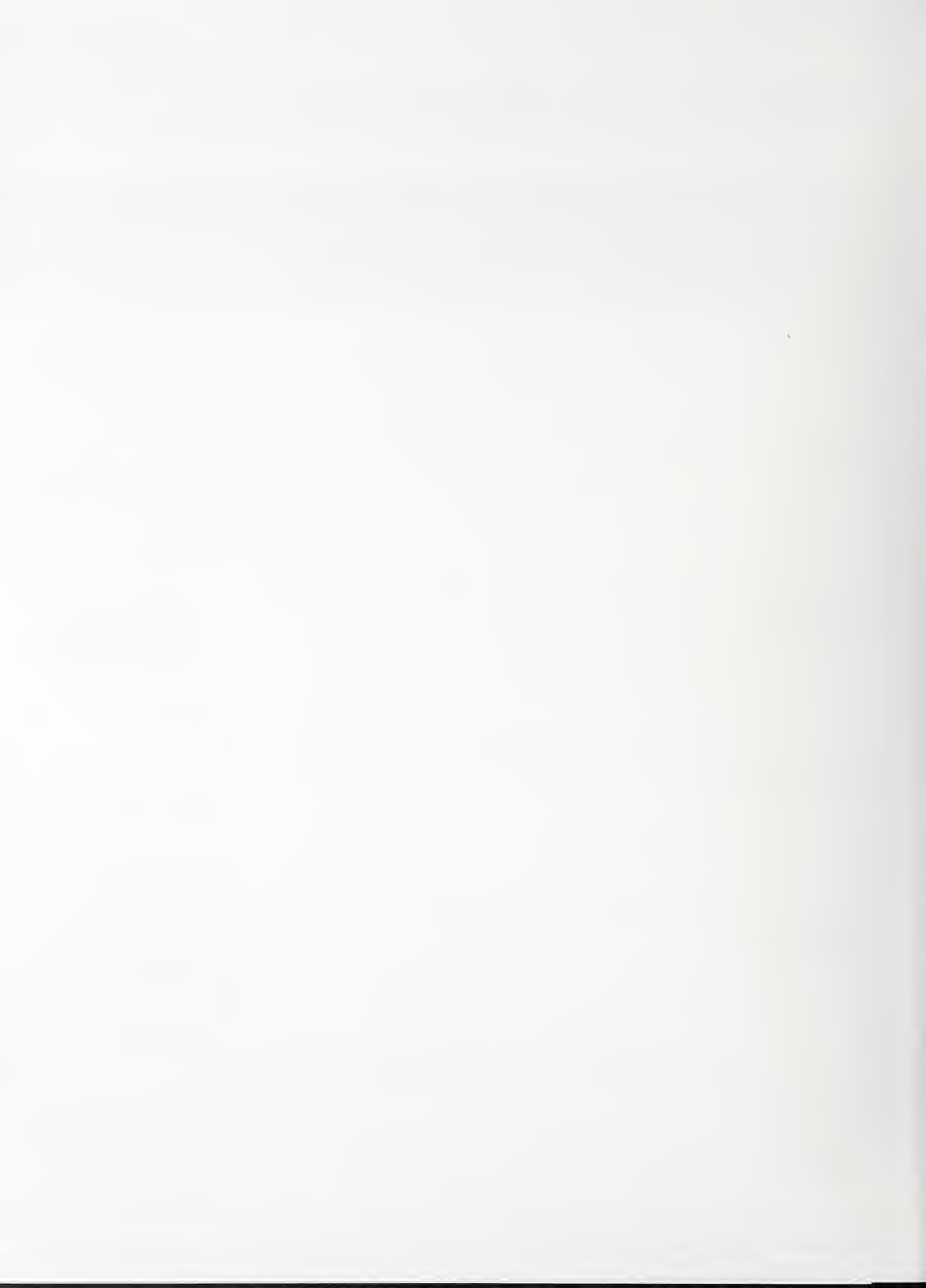


**MODULE 7: COMMUNITY RELATIONS**

**PART C: ASSESSMENT ANALYSIS AND PLANNING GUIDE**

Directions: For each indicator of this module, list agency strengths (STEP 1) and areas needing improvement (STEP 2). Remember to assess the extent to which the indicator applies consistently to lesbian, gay, bisexual, and transgender youth. Next, rate the priority of addressing the indicator (STEP 3). Then, identify action steps (STEP 4) your agency needs to take to make necessary improvements (e.g., revise mission statement), identify a person(s) responsible (STEP 5), and decide on a timeframe for accomplishing the improvements (STEP 6). Finally, assess and document progress and/or completion of work (STEP 7) at pre-determined time periods (e.g., every 3-6 months).

INDICATORS	STEP 1 AGENCY STRENGTHS	STEP 2 AREAS NEEDING IMPROVEMENT	STEP 3 RATE PRIORITY	STEP 4 ACTIONS STEPS FOR MAKING IMPROVEMENTS	STEP 5 STAFF RESPONSIBLE	STEP 6 TIMEFRAME	STEP 7 EVIDENCE OF PROGRESS OR COMPLETION. <i>(NOTE: PROVIDE DATES OF DOCUMENTED PROGRESS)</i>
7.1 Promotional Materials			(1) Low priority (2) Medium priority (3) High priority  Comments:				
7.2 Outreach			(1) Low priority (2) Medium priority (3) High priority  Comments:				
7.3 Advertising			(1) Low priority (2) Medium priority (3) High priority  Comments:				
7.4 Family Education			(1) Low priority (2) Medium priority (3) High priority  Comments:				
7.5 Collaboration			(1) Low priority (2) Medium priority (3) High priority  Comments:				
7.6 Referrals to Community Programs/ Resources			(1) Low priority (2) Medium priority (3) High priority  Comments:				



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## **FOR FURTHER READING *cont.***

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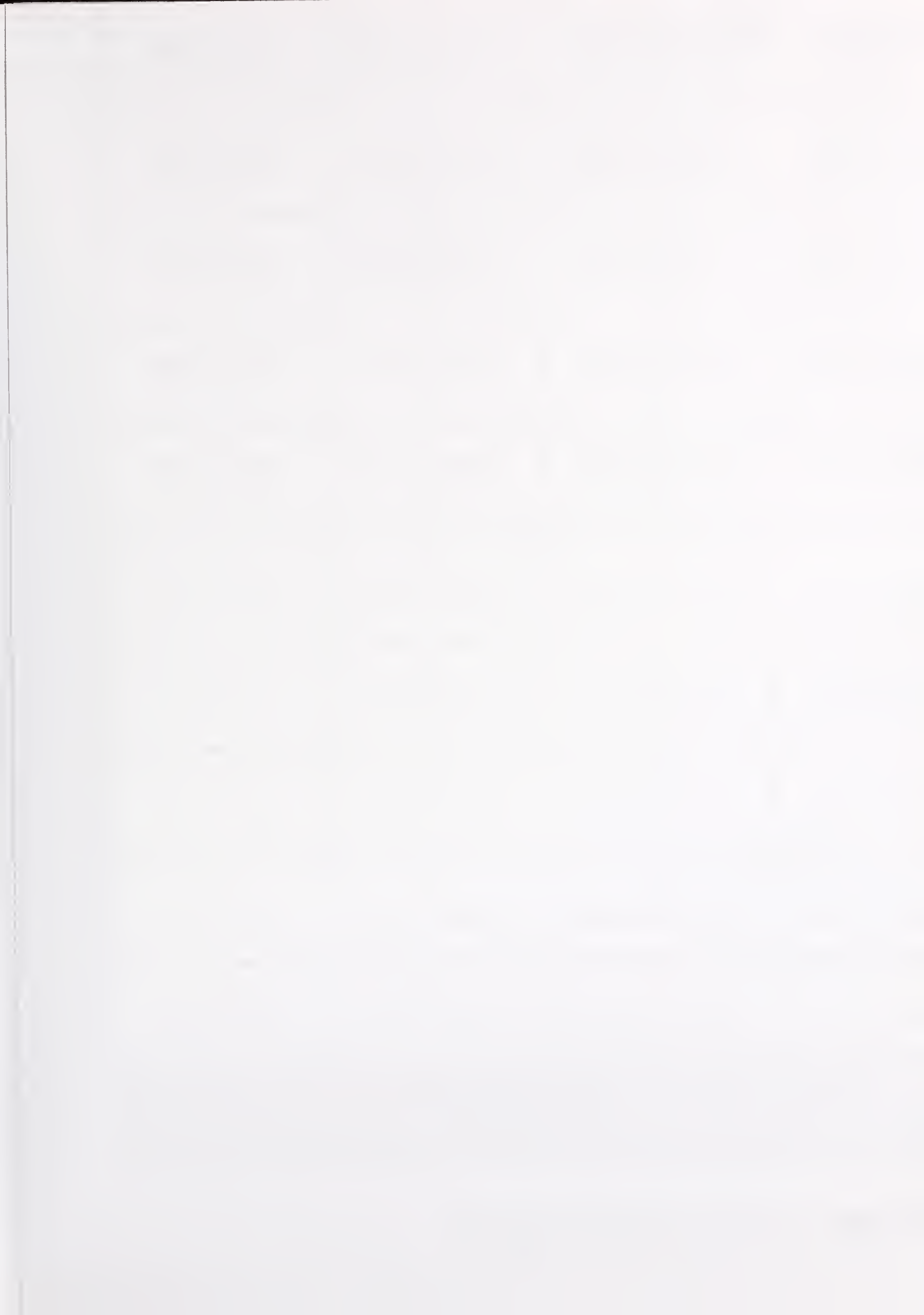


# MODULE 1: LEADERSHIP

INDICATORS	RATINGS			
1.1 Mission Statement/Goals	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
1.2 Board Recruitment	Never 1	Seldom 2	Sometimes 3	Always 4
1.3 Board Discussions	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
1.4 Board Training	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
1.5 Decision-making	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	20			
Percentage (total points divided by 20) x 100	_____ %			





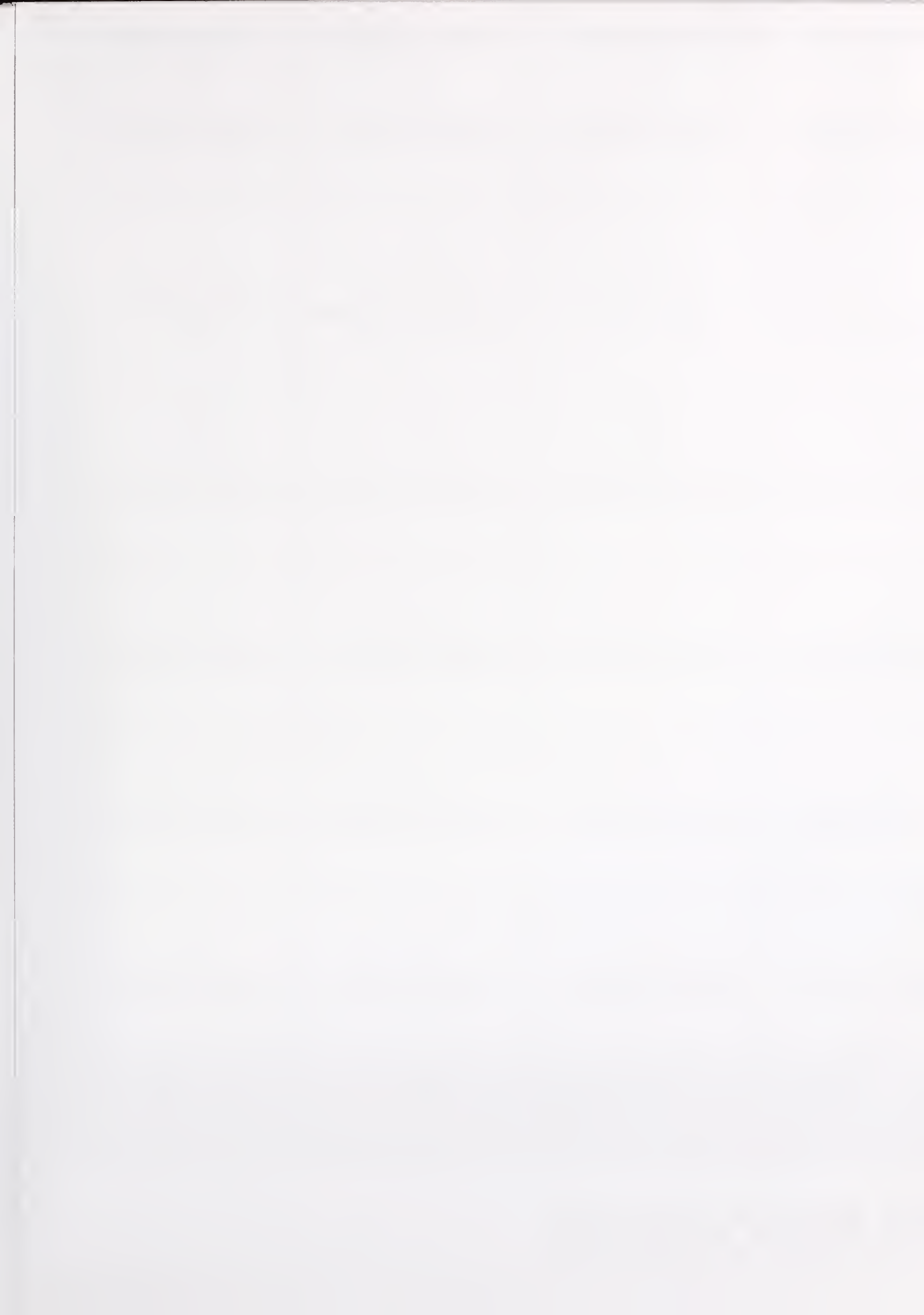




## MODULE 2: POLICIES AND PROCEDURES

INDICATORS	RATINGS			
2.1 Sexual Orientation Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.2 Sexual Orientation Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.3 Gender Identity Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.4 Gender Identity Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.5 Confidentiality Policies	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.6 Domestic Partner Benefits	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.8 Complaint Procedures	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.9 Harassment Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.10 Harassment Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.11 Harassment Policies (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.12 Harassment Policies (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.13 Agency Guidance	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.14 Outside Contracts	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.15 HIV/AIDS Status (youth)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
2.16 HIV/AIDS Status (staff and volunteers)	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	64			
Percentage (total points divided by 64) x 100	_____ %			





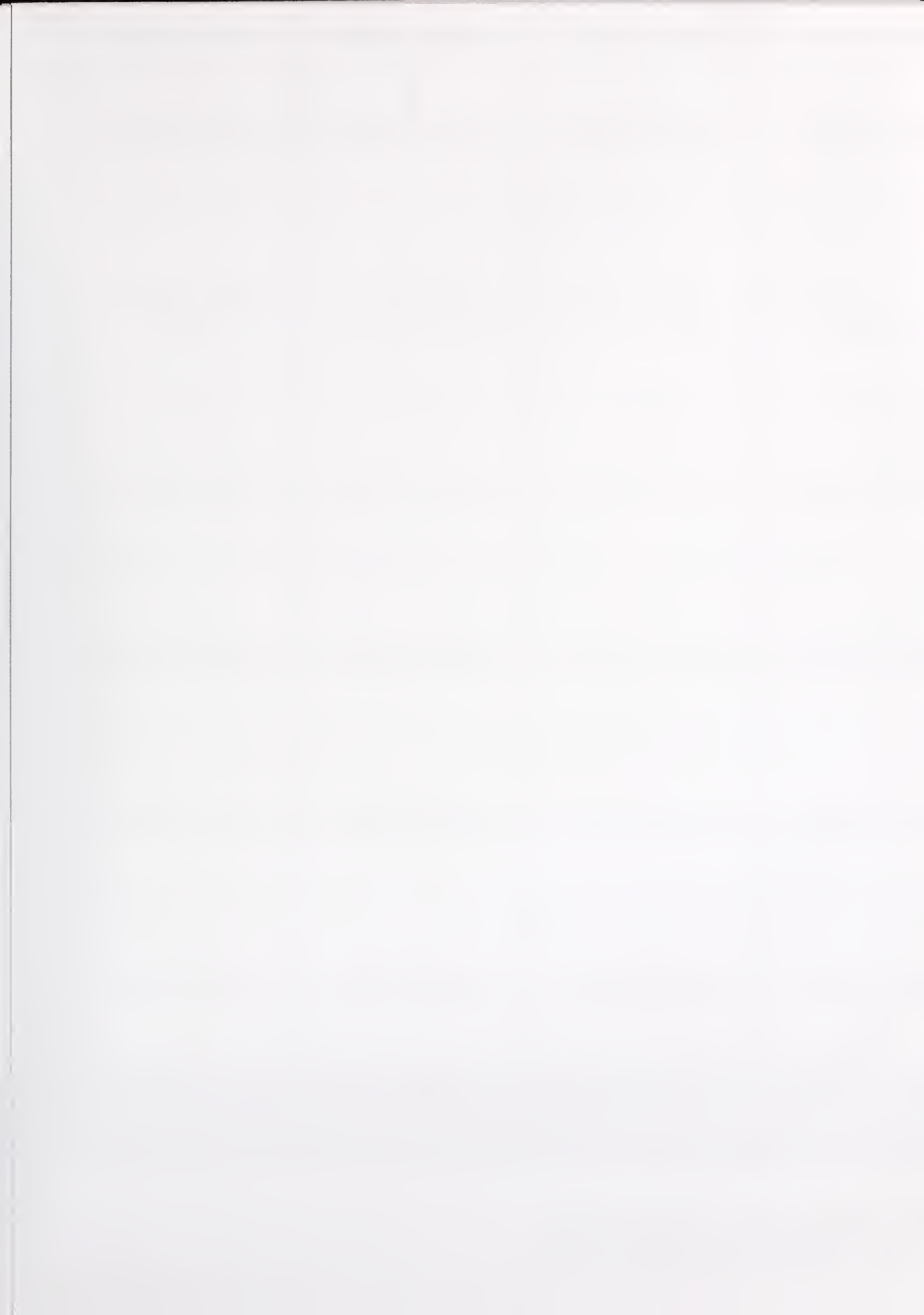


# MODULE 3: HUMAN RESOURCES

INDICATORS	RATINGS			
3.1 Interview Process	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.2 Employee Orientation	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.3 Policy Review	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.4 Employee Recruitment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.5 Human Resources Training	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
3.6 Employee Giving Program	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.7 Hiring	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	28			
Percentage (total points divided by 28) x 100	_____ %			









# MODULE 3: HUMAN RESOURCES

INDICATORS	RATINGS			
3.1 Interview Process	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.2 Employee Orientation	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.3 Policy Review	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.4 Employee Recruitment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.5 Human Resources Training	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
3.6 Employee Giving Program	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
3.7 Hiring	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	28			
Percentage (total points divided by 28) x 100	_____ %			







# MODULE 5: CLIMATE AND ENVIRONMENT

INDICATORS	RATINGS			
5.1 Agency Materials	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.2 Display Materials	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.3 Environment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.4 Resources	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
5.5 Intake/Assessment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.6 Intake/Assessment	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.7 Referral Agreements	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.8 Hours of Operation	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.9 Privacy Areas	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
5.10 Youth Involvement	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x1	x2	x3	x4
Subtotals				
Total points	_____			
Total points possible	40			
Percentage (total points divided by 40) x 100	_____%			









# MODULE 6: HIV PREVENTION PROGRAMS AND PRACTICES

INDICATORS	RATINGS			
6.1 Address Sexual Orientation, Gender Identity and HIV Prevention	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.2 Active Learning Strategies	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.3 Skills Building	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.4 Culturally Appropriate	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
6.5 Staff Training/Development	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.6 Evaluation Resources	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.7 Evaluation Data	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.8 Youth Involvement	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
6.9 Identity/Behavior	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	36			
Percentage (total points divided by 36) x 100	_____ %			







# MODULE 7: COMMUNITY RELATIONS

INDICATORS	RATINGS			
7.1 Promotional Materials	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
7.2 Outreach	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
7.3 Advertising	Not at all 1	Somewhat 2	A Moderate Extent 3	A Great Extent 4
7.4 Family Education	Never 1	Not very regularly 2	Somewhat regularly 3	Very regularly 4
7.5 Collaboration	Not at all 1	To Some Extent 2	A Moderate Extent 3	A Great Extent 4
7.6 Referrals to Community Programs/Resources	Not at all 1	Somewhat 2	Fairly well 3	Very well 4
Total the number of circled responses in each column				
Multiply by the total point value	x 1	x 2	x 3	x 4
Subtotals				
Total points	_____			
Total points possible	24			
Percentage (total points divided by 24) x 100	_____ %			







**National Network for Youth**

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